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ABSTRACT

The selected, annotated bibliography cites 107 journal articles, policy statements, books, and government publications dealing with education in Poland. Most of the entries were published during the period July-September 1975. There are six sections: history of education; laws and legislation; general information on education; social and educational sciences; teacher's profession; and schools and institutions. This last category includes sections on preschool, primary, secondary, vocational, higher, adult, and special education. An index of authors and editors concludes the bibliography. (AV)

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Selected Bibliography of Polish Educational Materials

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time from July to September 1975.

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I. HISTORY OF EDUCATION

215. JURKOWSKA, HALINA and KOMORNICKI, TOMASZ and KOSIEK, ZDZISŁAW (ed.): **Studia rolnicze w Krakowie. W XXX-lecie Polski Ludowej.** (Agricultural Studies in Cracow. The 30th Anniversary of the Polish People's Republic). Zakłady Wydawnicze CRS, Warszawa 1975, 237 pp., ill.

The publication is a monograph devoted to the agricultural studies in Cracow. It contains materials of the session organized to celebrate the 30th anniversary of the Polish People's Republic. An origin is presented as well as a historical outline of the agricultural studies which were started at the Jagiellonian University in 1807 by opening the first in Poland Department of Agriculture. Next, in 1890 the Agricultural Studium was set up as a Section of the Philosophical Department, transformed later into the independent Agricultural Department open in the years 1923–1939. The Department renewed its activity already in 1945; nowadays, its name is the Agricultural Academy. In the volume, reports are also included on the present state and prospects of the development of agricultural sciences as well as lists of the authorities of school and departments, professors, assistant professors as well as doctors and graduates from the agricultural studies in Cracow in the years 1963–1973.

216. MIĄSO, JÓZEF (ed.): **Rozprawy z Dziejów Oświaty.** T. 18. (Papers on the History of Education and Schooling. Vol. 18). Ossolineum, Wrocław 1975, 258 pp., rez. sum.

Four papers included in the volume are devoted to the 200th anniversary of the origin of the Commission for the National Education. Wł. M. Grabski writes about the first budget of the Commission in the years 1773–1776. B. Michalik discusses the attitude of I. Potocki toward the Piarist education and schooling in the times of the Commission, whereas J. Szybiak considers some problems of teachers from the schools of the Commission in the years 1773–1783. The paper by K. Bartnicka "After the 200th Anniversary of the Origin of the Commission for

the National Education" is of a summarizing character. The author makes also a review of the publications connected with this anniversary as well as evaluates the present state of knowledge of the activity of the first in Europe ministry of education and schooling. In the second part of the volume the following problems are also presented: 1) Adolf Diesterweg's views of the community-center school and its teacher, 2) the influence of the revolutionary movement in 1905 upon the pedagogical-educational activity of Iza Moszczeńska, 3) the character of the educational practice of the church exercised by the clergy in Polish schools in the years 1918–1930, 4) the state and needs of researches upon the history of education and schooling in the Gdańsk Pomerania.

217. SZEWS, JERZY: **Język polski w szkolnictwie średnim Pomorza Gdańskiego w latach 1815–1920.** (Polish Language in Secondary Education in the Gdańsk Pomerania in the Years 1815–1920). Ossolineum, Wrocław 1975, 245 pp., ill. rez. Zsfg.

The paper is divided into four main parts. In the first part the author deals with the problem of struggle for the Polish language in schools of the Gdańsk Pomerania from 1815 till 1920. In the second part, an organization is discussed of teaching the Polish language in secondary schools, whereas the third part characterizes the contemporary educational methods and teaching content (program, manuals, libraries, etc.). A presentation follows in the fourth part of the Polish teachers in the Gdańsk Pomerania. The paper is supplemented with numerous annexes, e.g.: protests, memorials, and petitions concerned with introducing of the Polish language into secondary schools as well as with setting up of new gymnasiums, schedule of teaching Polish in the Wejherowo Gymnasium, reading lists on Polish literature in the Pomeranian gymnasiums, and manuals.

218. ŚWIĄTEK, MACIEJ: **Przemiany organizacyjne w szkolnictwie powszechnym w Polsce w latach 1944–1948.** (Organizational Changes in General Education in Poland in the Years 1944–1948). *Studia Pedagogiczne*, Vol. 35 : 1975, pp. 65–115.

Organizational changes are discussed in general education in Poland in the years 1944–1948, i.e. in the period of its reconstruction connected with the basic program and organizational reform. The author characterizes the successive changes on the basis of statistical data, distinguishing three stages in the realization of school reform. The first stage is the time from the setting up of the Polish Committee for National Liberation to the issuing of the decree of November 23, 1945 of the organization of education and schooling in the transitional period. The second stage is the time of the fulfilment of an 8-year school duty (the school year 1945/1946) in 30 regions appointed by the Ministry of Education and Schooling. In the third stage, the rules of the fulfilment of an 8-year school duty underwent some changes. Discussing the stages mentioned above in particular regions of the country, the author describes the situation of the Polish general education in the years 1944–1948.

See also: 224.

II. LAWS AND LEGISLATION

219. GAWLIKOWSKI, BOGUSŁAW: **Zagadnienia planowania i finansowania szkolnictwa na wsi.** (Problems of Planning and Financing the Rural Education and Schooling). *Zbiorcza Szkoła Gminna* 1975, No. 3, pp. 20–24.

The reform of the state administration, introduced in 1973, gave districts a broad range of administrative and social-economic rights which brought about changes in the structure of managing the development of rural education and schooling. The basic trend of new organizational solutions was to increase the degree of an integration of educational activity and outlays in the district aiming to create conditions for a further improvement of the effectiveness of work of schools and educational-tutelar institutions. In all the districts in the country, district principals of schools were appointed in 1973 whose task is, among others, financial and economic activity of schools and other educational institutions. Much consid-

eration is given to the tasks of district principals of schools in respect of an elaboration of the program and plan of the development as well as of outlays for education in the district.

220. KUKLA, EDWARD: **Reforma administracji oświatowej.** (The Reform of Educational Administration). *Zbiorcza Szkoła Gminna* 1975, No. 5, pp. 3–5.

On May 28, 1975, the Diet of the Polish People's Republic passed the Act which enforced from June 1, 1975 the reform of authorities and local administration consisting in a two-grade organization of the local organs of authority and administration as well as in a new administrative division of the country. It caused many significant changes in the system of the local educational administration. Nowadays, there exists a two-grade arrangement instead of a three-grade one, i.e.: 1) the basic grade — in the district — a district principal of schools; in the city (a quarter) — the department of education and schooling with an inspector of education at the head of it, 2) the voivodship grade — a school superintendent's office under the supervision of a school superintendent. A detailed discussion follows of the assumptions of the reform of the system of educational administration as well as of the tasks, functions and rights of a district principal of schools, inspectorate and a school superintendent's office.

221. WILOCH, TADEUSZ J.: **Warunki nowoczesnego zarządzania oświatą.** (Conditions of the Modern Administering of Education and Schooling). *Nauczyciel i Wychowanie* 1975, No. 4/5, pp. 41–51.

Within the considerations of the conditions of the modern administering of education and schooling, the author concentrates upon the problem of connection between the administering of education and schooling and the administrative structure of the country. An analysis follows of the conception of pedagogical supervision in the new system of administering education and schooling caused by changes in the administrative structure of the country.

The basic principles are also discussed in the activity of organs of educational administration which fulfil the functions of pedagogical supervision. These are: the principles of functionality, structuralization, activation, cooperation and elasticity.

III. GENERAL INFORMATION ON EDUCATION

222. BANACH, CZESŁAW: **Ideologiczne cele wychowania a zadania socjalistycznego systemu edukacji narodowej.** (Ideological Aims of Education and Tasks of the Socialist System of National Education). *Nauczyciel i Wychowanie* 1975, No. 3, pp. 3–10.

The author discusses the resolutions and theses of the Polish United Workers' Party, which indicate the main trends of the socialist development of Poland as well as define the features of man living in the socialist system and socialist personality patterns which constitute an educational ideal, i.e.: creative attitude to the society and nature, ideological-political and social engagement, comprehension of social-economic processes as well as of their developmental trends, scientific outlook on life, attitude consistent with the principles of socialist morality, socialist patriotism manifesting itself by attitudes toward work and system, solidarity with progressive movements and social progress. Next, the author presents tasks of the school system in the field of spreading knowledge being the basis of an outlook on life as well as in the field of forming ideological attitudes.

223. CHMIELOWSKI, BOGUSŁAW: **Człowiek, jego rozwój i wychowanie w warunkach rozwiniętego społeczeństwa socjalistycznego.** (Man, His Development and Education in the Conditions of a Highly Developed Socialist Society). *Chowanna* 1975, No. 3, pp. 384–398.

In the article, some aspects are discussed of the changes taking place in the development and behavior of the modern man. The determinants are characterized of man's development in the conditions of a highly developed socialist society, taking into consideration these phenomena

which determine the realization of educational and socialization processes in the Polish nation. A detailed characteristics is also given of an industrial urbanization, mainly in the context of the processes of adaptation of rural people. The problem is also analyzed of an influence of urban civilization upon the man's development and life. Much consideration is also devoted to the transformations in modern man's personality as well as to the changes of individual and group behaviors.

224. GOŁASZEWSKI, TADEUSZ (ed.): **Rocznik Komisji Nauk Pedagogicznych.** T. 20. (Annals of the Commission for Pedagogical Sciences. Vol. 20). Ossolineum, Wrocław 1975, 213 pp., bibl. sum.

The first part of the volume contains articles pertaining to pedagogy and andragogy. The following problems are discussed in the publication: 1) education of research workers as well as tutelar activity concerned with auxiliary scientific staff on the way to its self-dependence, 2) discussion of the results of investigations upon the comprehension of mathematical theorems and their proofs by secondary school pupils, 3) review of the literature devoted to the basic scientific problems of children's school readiness, 4) problems of youth's social maladjustment as well as some aspects of resocialization, 5) problems and trends in the pedagogy of labor. The second part of the publication contains papers on the history of education.

225. KLUCZYŃSKI, JAN: **Rozwój społeczno-gospodarczy a perspektywy kształcenia.** (The Social-Economic Development and Prospects of Education). *Nauczyciel i Wychowanie* 1975, No. 4/5, pp. 3–20.

The article is devoted to the problem of connections and dependences between the social-economic development of the country and the development of education. Considerations of the tasks and functions of education in the socialist community are also included. Main attention is given to three groups of problems, i.e.: demand for skilled workers in the national economy and culture, social-polit-

ical functions of education as well as individual needs of the society. The author discusses the problem of social-economic and cultural development of the country as an index of future educational tasks as well as the problem of dependence between the technical progress and the education of qualified staff. Conclusions pertaining to the needs of improving the system of education at a definite stage of social-economic development of the country are presented in three groups. The first group is concerned with principles and trends of the development of education and schooling, in the second group practical consequences for the system of education are described, whereas the third group deals with the principles of planning education, the fourth group embraces trends of improving the model of education and schooling, and the fifth group includes tasks of education and schooling resulting from the international cooperation.

226. KRAWCZYŃSKA, BARBARA and STRYCHARZ, BOLESŁAW: **Informacja naukowa w oświacie — jej rola i zadania.** (Scientific Information in Education — Its Role and Tasks). *Chowanna* 1975, No. 4, pp. 475–484, bibl.

The authors discuss the importance of scientific information in education as well as the informative activity in Poland starting from 1950 when the Main Institute of Scientific and Technical Documentation was set up, next, in 1971 — the National Center for Scientific, Technical and Economic Information. Main tasks of these institutions are presented as well as the contemporary network of the centers of scientific information in Poland for the needs of the Department of Education and Schooling and also informative publications dealing with education and pedagogical sciences. Much consideration is given to the problem of educating people using information.

227. KUKLA, EDWARD and CHMIELEWSKI, MIECZYSŁAW: **Założenia reformy systemu edukacji narodowej.** (Assumptions of the Reform of the System of National Education). *Zbiorcza Szkoła Gminna* 1975, No. 4, pp. 3–7.

The Act of the Diet of the Polish People's Republic of October 13, 1973 on the national education, provides for

the radical modernizing of the system of education and schooling, at the same time the raising of the level of education and schooling. The most significant features of the reform are: promoting of preschool education in the city and in the country, generalizing of secondary education, modernity in the preparation for the profession, permanency of education, close connection between school, other educational centers and the environment, elastic adaptation of the school system to changing social needs. The authors discuss more important tasks the implementation of which is demanded for the preparation and realization of the reform of the system of national education.

228. ŁOBOCKI, MIECZYSŁAW: **Etapy badań pedagogicznych.** (Stages of Pedagogical Researches). *Ruch Pedagogiczny* 1975, No. 5, pp. 624–638.

The article contains basic information concerning the methodology of carrying out researches from the point of view of studying teacher's needs. The following stages of researches are characterized successively: 1) a problem situation, 2) a formulation of problems as well as of working hypotheses, 3) a choice of place of researches and subjects, 4) a preparation of the procedure of researches, 5) carrying out of researches. In the discussion of the stages of carrying out of researches, basic requirements are defined which have to be fulfilled so that the results of researches would be objective, reliable and accurate.

229. MACIASZEK, MAKSYMILIAN: **Podstawy metodologiczne pracy nad treścią kształcenia i wychowania socjalistycznego.** (Methodological Basis of Work upon the Contents of Socialist Education and Schooling). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 1, pp. 7–16.

The article contains a characteristics of general trends of the reform of the Polish educational system in the light of the educational policy as well as of the opinions of Polish educators. Methodological problems are also discussed in detail connected with a selection and ar-

rangement of educational contents in a ten-year secondary school. Three basic criteria are distinguished of a selection of these contents, e.g.: a criterion of the aims of socialist education and schooling, a criterion of a reached level in the development of science and technology as well as a criterion of the regularity of the learning process. Another set of problems presented in the article is concerned with the functionality of the educational program as well as with the needs of scientific researches in this aspect.

230. MATIAS, STANISŁAW: **Plenum ZG ZNP [Zarządu Głównego Związku Nauczycielstwa Polskiego] radziło nad zbiorczymi szkołami gminnymi.** (Plenary Session of the Main Board of the Polish Teachers' Union Devoted to the Problem of Collective District Schools). *Ruch Pedagogiczny* 1975, No. 5, pp. 711–715.

The article is a report on the plenary session of the Main Board of the Polish Teachers' Union which was held on April, 7–8, 1975 in Warsaw. The subject of the debates was to analyze as well as to define the tasks of district sections of the Polish Teachers' Union in the organization of rural education and schooling, mainly in developing and raising the level of collective district schools. A discussion is presented of the organization of district schools in Poland as well as of their development and results in work. The social-living as well as cultural needs are presented of rural teachers.

231. PĘCHERSKI, MIECZYSŁAW: **Organizacja szkolnictwa jako przedmiot badań.** (The Organization of Education as a Subject of Researches). *Studia Pedagogiczne*, Vol. 35 : 1975, pp. 7–26.

The article contains considerations of a theoretical character, devoted to the organization of education. In the introduction, the author analyzes the concept of the organization of education, making an attempt to formulate its definition. Next, he analyzes the subject of researches as well as the scientific problem of the theory of the organization of education. A review is also included of the achievements of the theory of the organization of education in the Polish People's Republic.

232. PĘCHERSKI, MIECZYSŁAW: **Polityka oświatowa. Zarys problematyki.** (Educational Policy. An Outline of the Problem). Ossolineum, Wrocław 1975, 260 pp., bibl.

The publication constitutes a review of the problems of educational policy connected with the functioning and effectiveness of the systems of education and schooling in different countries. It is an attempt to systematize the problems concerning the educational policy, to unify the terminology, to analyze numerous conditionings and factors pertaining to the educational policy as well as to characterize the educational policy in the socialist and capitalist countries and to indicate the differences and similarities in both systems. The author defines the functions of educational policy, analyzes the problems of educational management as an element of the educational policy as well as presents conclusions in this respect.

233. PODOSKI, KAZIMIERZ: **Przedmiot i metody ekonomiki kształcenia. Uwagi dyskusyjne.** (Subject and Methods of the Educational Economics. Remarks in a Discussion). *Nauczyciel i Wychowanie* 1975, No. 1, pp. 3–12.

Views are presented in the article of the subject of educational economics in the German Democratic Republic, the Soviet Union, and in Poland. Definitions are given of the educational economics by such Polish theorists as: T. Przeciszewski, J. Kluczyński, Z. Madej, J. Goryński, Cz. Niewadzi, J. Nowicki and others. Defining his own view of the scope of researches upon the educational economics, the author takes into consideration the following problems: 1) an influence of qualifications upon the economic growth in a macro- and microeconomic scale, 2) economic aspects of planning the development of education and the other forms of educational activity as well as conditions necessary for the development of the infrastructure of education, 3) detailed analyses of the costs of education, 4) researches upon internal and external effects of education, 5) researches upon the policy of employment, methods of defining the demand for staff. The author's other considerations pertain to the specificity and proper choice of research methods to be em-

ployed in the educational economics as well as to other methodological problems in this area.

234. RATAJ, MARIAN: **Założenia i kierunki działalności oświatowo-wychowawczej w roku szkolnym 1975/1976.** (Assumptions and Trends of Educational Activity in the School Year 1975/1976). *Zbiorcza Szkoła Gminna* 1975, No. 3, pp. 3–8.

The author discusses the tasks of educational authorities, school principals, associations of teachers and allies (e.g.: The Polish Scout Union, the Society of Children's Friends), which were defined by the Ministry of Education and Schooling in „Instruction with regard to the Organization, Education and Schooling in the School Year 1975/1976." First of all, the tasks and undertakings are presented which the Ministry takes into special consideration and which are of a great importance for raising the level of education and schooling. Main attention is also given to such problems as: a) the development of preschool education, b) the reorganization and raising the level of rural education (collective district schools), c) the preparation of pupils for a choice of further studies, d) the preference for children from families of peasants and workers in the enrollment to schools and boarding schools, e) the raising of the level of examination for the secondary-school certificate, f) the preparation of youth for higher studies.

235. SMOŁALSKI, ANTONI: **Teoria organizacji zarządzania a problemy organizacji szkolnictwa.** (The Theory of Organization and Administration and the Problems of the Organization of Education and Schooling). *Studia Pedagogiczne*, Vol. 35 : 1975, pp. 27–63.

In the article, two groups of problems are presented concerning the theory of organization and administration: some organizational problems and elements of the theory of directing groups of people. The problems are considered from the point of view of a connection with pedagogy, mainly with the theory of the organization of education. The following problems are analyzed as well: the institution as an educational problem, the degree

of the organization of educational institutions, the organizational structure, the rights to decide, information in the organizational system, modelling, the formalization, bureaucracy in the educational system, the concept of administration, managers' qualifications, components of administration, managers' functions, decision making as well as components and styles of administration.

236. WIĘCKOWSKI, RYSZARD: **Empiryczne sposoby konstruowania programów kształcenia.** (Empirical Methods of Constructing Programs of Education). *Ruch Pedagogiczny* 1975, No. 5, pp. 590–605.

In the article, one of the methods is presented by means of which educational programs based upon empirical researches are constructed. The way of constructing the program as well as its empirical verification are defined on the example of a selection of contents and methods of teaching Polish language in grades I–II of an elementary school. The results of the researches are employed upon the development of spoken language among pupils from city and rural schools. The course of the researches, characterized in detail, enables the author to present some general methodological problems useful to construct an educational program as well as to elaborate a program model of a general secondary school.

237. **Założenia programowe kształcenia i wychowania socjalistycznego w dziesięcioletniej szkole średniej.** (Program Assumptions of Socialist Education and Schooling in a Ten-Year Secondary School). *Z badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 1, pp. 18–66.

In the article a design of program assumptions of a ten-year secondary school is presented for the public discussion. The design contains: 1) an introductory part, 2) a discussion of the conditions of selecting and arranging the contents of education and schooling, 3) a characteristics of the structure and hierarchization of the contents of education and schooling (a scheme is described of cycles and stages of education as well as a scheme of integrating subjects), 4) an outline of teaching contents

together with a division into an elementary education (an introductory stage — grades 0–I and a systematizing stage — grades II–III) and a systematic education (grades IV–X) embracing two stages of education, i.e. a subject-systematic education and a subject-integrating education. The article also contains graphic tables presenting the design of plan of education and schooling in a ten-year secondary school as well as the structure of the present state of education and the structure of the planned system.

IV. SOCIAL AND EDUCATIONAL SCIENCES

238. ALEKSY, JANUSZ and KARDACZYŃSKI, STANISŁAW: **Programowany system kontroli pracy ucznia.** (A Programed System of Controlling Pupil's Work). *Ruch Pedagogiczny* 1975, No. 5, pp. 677–681, ill.

General problems are discussed in the article, connected with the subject of controlling and evaluating pupil's activity in a didactic process as well as rules of elaborating the structure of a programed test and instruction for the pupil are described on a definite example. The test is one of the methods enabling to control objectively the degree of pupil's command of knowledge. As an example, a set is presented of three questions concerning literature and elaborated according to the demands of a programed test. Didactic values of a suggested programed test are also discussed in detail.

239. BOLECHOWSKA, MARIA: **Stosowanie zasad nauczania.** (The Employment of Teaching Rules). *Chowanna* 1975, No. 4, pp. 417–434, ill.

The author discusses the results of the researches obtained by the students from evening as well as extramural pedagogical studies (being active teachers at the same time), and connected with the preparation of their master's theses. The researches were carried out in many schools and were concerned with defining the present state of the

employment of teaching rules during lessons in grades I–IV, V–VIII as well as in vocational schools. The material was gathered by means of inquiries containing the answers of pupils and teachers conducting lessons as well as by means of a scale indicator in order to evaluate the lessons mutually attended by teachers-pupils, from the point of view of a selection and employment of teaching aids. In the course of researches, much attention was devoted to an analysis of the following rules employed during the lesson: the rule of visual methods (cognition based upon an observation and practical activities), the rule of intelligibility (adaptation of teaching content to pupils' developmental possibilities), the rule of systematization, the rule of permanence of knowledge. In the conclusion, a list is included of masters' theses in which the problems mentioned above were elaborated as well as an example of a scale indicator for evaluating the lessons mutually attended by teachers-pupils.

240. BORZĘCKI, KAZIMIERZ: **Z badań nad klasami przysposabiającymi do zawodu w województwie olsztyńskim.** (Researches upon Grades Training for Vocation in the Olsztyn Voivodship). *Studia Pedagogiczne*, Vol. 35 : 1975, pp. 187–218.

The article is concerned with problems connected with the functioning of grades training for a vocation of pupils retarded 2–3 years in studies who, after grade V or VI, are not expected to finish the elementary school according to the obligatory system. Such grades were set up in the school year 1973/1974 at the suggestion of the Ministry of Education and Schooling. A report is also included upon the researches on these grades, which embraced a sample of 41 grades training for a vocation, including 773 pupils from 26 elementary schools in the Olsztyn Voivodship in the school year 1973/1974. The following three methods were employed in the researches: statistical method, an inquiry, and an interview. Inquiries were also sent to teachers and school principals. In the light of the obtained results, the author analyzes: the problem of a selection and a recruitment of pupils for grades training for a vocation, the factors forming pupils' motives for learning as well as the problem of purposefulness of setting up

these grades. An attempt is also made to evaluate these grades from the point of view of their functions in the process of generalizing the elementary education.

241. CHMIELOWSKI, BOGUSŁAW: **Model nowoczesnego zagospodarowania czasu wolnego dzieci i młodzieży w środowisku lokalnym.** (The Model of Modern Employment of Leisure Time of Children and Youth in the Local Environment). *Chowanna* 1975, No. 4, pp. 452–466, bibl.

In the introduction, the terminology is presented concerning the leisure time and the local environment as well as different problems are discussed connected with a specificity of researches upon leisure time. The other considerations pertain to a conception of the model in examining educational processes, problems of an employment of leisure time at school and home, an influence of centers of parallel education and environmental institutions upon the model of spending one's leisure time.

242. GĄSIOROWSKI, MARIAN: **Problemy pracy wychowawczej w szkołach ponadpodstawowych. Raport z badań.** (Problems of Educational Work in Postprimary Schools. Report on the Researches). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 2, pp. 34–49.

An analysis was made of the subject matter of lessons, methodical problems (forms and methods of planning, realization of lessons, difficulties) as well as an evaluation of the effectiveness of lessons in civic education in secondary schools of different types. The researches embraced 872 pupils, 84 formmasters from grades under investigation and 30 school principals. A method of a sounding was employed in the researches with the application of an inquiry and an interview. In the course of the researches, the following problems were analyzed: 1) topics discussed during civic education lessons, 2) pupils' desiderata concerning the content of these lessons, 3) the present situation in respect of teaching content of this subject in schools under investigation, 4) the correlation between the content of the above lessons and the content of other subjects lectured upon, 5) a methodology of

conducting lessons, 6) a plan of lessons as well as their preparation, 7) forms and methods of the realization of the program of lessons, 8) a general evaluation of lessons on the basis of pupils' opinions, 9) the opinion of teachers and school principals about lessons, 10) general remarks and conclusions.

243. JURGA, MARIA: **Z badań nad rozwojem osobowości dorastających wychowanek w państwowych domach dziecka.** (Researches on the Development of Personality of Adolescent Girls in the State Children's House). *Psychologia Wychowawcza* 1975, No. 5, pp. 713–718, bibl.

The article attempts to define empirically the differences between the personality of adolescent girls from state children's houses and the personality of girls brought up in elementary families, as well as their causes. The considerations are based upon the conception of personality by J. Reykowski. The researches embraced a sample of 60 adolescent girls from children's houses as well as 60 girls from elementary families. The age of subjects was 13–16. Both groups were learning at the same school. In the course of the researches, the following problems were analyzed: 1) problem of identification — with whom and to what degree the girls from both groups most often identify themselves, 2) problem of orientation in woman's social roles — of a daughter, wife, mother, housewife and a worker, 3) degree of anxiety, 4) image of oneself. The researches showed great differences bewteen the personality of girls brought up in children's houses and the personality of girls from elementary families.

244. MATUSZCZYK, ALOJZY: **Rozwój i metody pracy poradni wychowawczo-zawodowych.** (The Development, Forms and Working Methods of Educational-Vocational Guidance Centers). *Ruch Pedagogiczny* 1975, No. 5, pp. 574–589, bibl.

The article is devoted to the development of vocational and educational counseling in Poland from 1956 until now. Until 1964, there existed in Poland psychological and social-educational guidance centers. Then, educational-vocational guidance centers have taken their place. There

are educational institutions aiming to give children, adolescents, parents, tutors and teachers counsels in respect of overcoming difficulties in education and preventing developmental disturbances, school failures as well as failures in the choice of profession. Main trends are also described of the activity of guidance centers in the educational section and the section of orientation and vocational counseling. Attempts are discussed made to improve the work of guidance centers as well as research works and experiments in this respect.

245. MAZIARZ, CZESŁAW: **Wdrażanie uczniów do racjonalnych metod samokształcenia.** (Inculcating in Pupils Rational Methods of Self-Education). *Nauczyciel i Wychowanie* 1975, No. 1, pp. 33–43.

The considerations included in the article are devoted to the problem of teaching the methodology of self-education, consisting in conveying to pupils some information about rational models of self-educational methods as well as in teaching them to use these models in practice. Much attention is given to the problem of the structure of models of learning methods, the sources of models of mental work methods as well as the correlation between the model of a method and the method of learning. A presentation follows of the Yugoslavian experiment upon inculcating in pupils methods of self-education. In the conclusion of the article, the model is described of self-education method as a certain innovation as well as the stages are analyzed of its adaptation together with pupils' attitudes toward it. Didactic mistakes are also discussed made in inculcating the models of methods.

246. MUSZYŃSKI, HELIODOR: **Problemy teleologii pedagogicznej w świetle perspektyw rozwojowych oświaty i wychowania.** (The Problems of Pedagogical Teleology in the Light of Developmental Prospects of Education and Schooling). *Nauczyciel i Wychowanie* 1975, No. 3, pp. 11–22.

Defining the pedagogical teleology as a science dealing with the aims of education and schooling, the author in the introductory remarks writes about the function of aims

in the social system of education and schooling, which are the basis of any strategy with regard to the organization of the system as well as controlling it. The author discusses the basic problems and tasks of the Marxist teleology of education and schooling, i.e: a) problems of the main axiological premises, b) problems of justifying the aims of education and schooling, c) problems of the content of prerequisites indispensable to formulate the aims of education and schooling, d) problems of systematization and classification of the aims of education and schooling, e) problems of defining and formulating the aims of education and schooling.

247. NAZAR, JAN: **Kształtowanie zainteresowań technicznych dzieci i młodzieży.** (Forming Technical Interests of Children and Youth). Instytut Wydawniczy CRZZ, Warszawa 1975, 201 pp., ill. bibl.

The publication consists of 7 parts. In the first part, the author discusses various problems pertaining to the place and role of man in the modern world as well as to his preparation for understanding the technology and employing its achievements. Much consideration is also devoted to kinds of technical interests, possibilities of their development and formation. The second part of the publication indicates kinds of forms and methods of forming technical interests as well as their employment during the work with children and youth. The conditions and means of forming technical interests are presented in the third part together with principles of organizing and equipping technical workshops. A discussion follows of the means of employing tools, devices, machines and materials during technical works. The fourth part contains examples of drawings of technical works for children and youth. A short characteristics is also presented of the kind of work of children and youth, taking into consideration its specific features in particular periods in their life. In the last three parts of the book, the author analyzes the role of circles of interests, socially useful works as well as a properly directed activity of trade unions in forming technical interests.

248. NOWACKI, TADEUSZ: **Cele kształcenia w zakresie przygotowania młodzieży do pracy zawodowej.** (Aims of Education in Respect of Preparing Youth for Professional Work). *Szkoła Zawodowa* 1975, No. 7/8, pp. 3–6.

The article formulates basic aims of education in respect of preparing youth for professional work on the basis of the division accepted in the pedagogy of labor. This division distinguishes three stages in the process of education: prevocational training, vocational training and raising professional qualifications. Main tasks of the family in the whole of educational process are characterized together with the aims of preschool education in respect of the preparation for work. Much consideration is also given to the tasks of an elementary school in this field as well as to the tasks characteristic of the stage of vocational training and raising professional qualifications.

249. PAJKA, STANISŁAW: **Postawy patriotyczne młodzieży wiejskiej.** (Patriotic Attitudes of Rural Youth). *Ruch Pedagogiczny* 1975, No. 5, pp. 674–676.

The article constitutes a short review of the researches upon patriotic attitudes of rural youth. The researches embraced a sample of youth aged 17–20 of both sexes from 51 villages in the Ostrołęka Region. The results were taken into consideration obtained from 1000 persons of peasant's origin living in the village. In a characteristics of attitudes, much attention is devoted to youth's attitude toward heroism, freedom of its country, an emotional attitude toward the motherland, toward achievements and shortcomings of the socialist reality as well as toward the national tradition and social property. Other problems discussed in the review are concerned with the historical knowledge of this group of youth, its attitude toward other nations as well as with its cultural interests.

250. PIETER, JÓZEF: **Oceny prac naukowych.** (Evaluation of Research Works). *Chowanna* 1975, No. 4, pp. 401–416.

The author's considerations pertain to general problems connected with a rational evaluation of research works,

irrespectively of their kinds and purposes. Various complexes are presented of problems concerned with: 1) a development of scientific literature, 2) a necessity to select research works, 3) a variety of forms of evaluating research works, 4) situations demanding rational evaluations, 5) components of typical reviews, 6) criteria of evaluations actually employed in reviews, 7) relations between a selection and employment of criteria of evaluations in reviews.

251. RADZIWIŁŁ, ANNA: **O współdziałaniu między szkołą a domem.** (The Cooperation between Home and School). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 198 pp.

The aim of the publication is to describe the present relations between home and school, to review the possibilities of creating the proper conditions and forms of their cooperation as well as to formulate conclusions with regard to a mutual influence of these environments upon the education of youth. Much attention is devoted to such problems as the role of school and home in an intellectual development of youth, educational difficulties and needs connected with the present situation of youth, most often conflicts between home and school as well as forms and problems of direct contacts between teachers and parents.

252. SOBORSKI, WOJCIECH: **Swobodne skojarzenia słowne u dzieci w wieku od 2 do 15 lat.** (Free Words Association among Children Aged 2–15). *Psychologia Wychowawcza* 1975, No. 5, pp. 656–701, rez. sum.

The article presents the research material gathered in order to analyze the process of forming language structures among children aged 2–15. The researches, in which a method was employed of an association experiment, were carried out individually and required from the subjects a direct verbal reaction to a signal given by an experimentator. As a signal, 30 words were used from the Polish version of Kent-Rosanoff's list containing 69 nouns, 27 adjectives and 4 verbs. Among 30 words selected by lot, there were 18 nouns, 9 adjectives and 3 verbs. The subjects' reaction was recorded on a magnetic tape. The

researches embraced a sample of 434 children from infant schools, kindergartens and elementary schools in Warsaw.

253. SZEWCZYK, EMIL: **Rodzina jako środowisko wychowawcze.** (Family as an Educational Environment). *Nauczyciel i Wychowanie* 1975, No. 2, pp. 41–53.

In order to examine the influence of the family environment upon pupils' successes and failures in learning as well as the phenomenon of delinquency, researches were carried out in the years 1968–1972 aiming at gathering material answering the following questions: a) whether and to which degree living, cultural and moral-tutelar conditions in the child's family environment influence the phenomenon of delinquency and failures in learning, b) what kind of connection exists between the whole of conditions of the family environment of children and youth and their failures in learning and delinquency. The researches embraced a sample of 600 family environments divided into three groups, each of them having 200 persons. The first group (control) consisted of high scoring children getting good marks for their conduct. In the second group there were nonpromoted pupils with bad marks for their conduct. The third group consisted of juvenile delinquents who, sentenced by a law-court, spent the recent years in reformatories. The following research methods were employed: a direct observation, interview (with school principals, teachers, formmasters, pupils, juvenile delinquents and their families), an analysis of school records, cards of health, law-court sentences, inquiries and questionnaires, an analysis of works, statistical methods. The author puts forward a number of postulates directed to parents, schools and teachers, institutions, the Civic Militia as well as to the whole society.

254. TEREJKO, TADEUSZ: **Z problematyki obciążenia uczniów nauką.** (The Problem of Overlearning of Pupils). *Chowanna* 1975, No. 4, pp. 434–451, bibl.

The article is a review of a foreign and Polish literature dealing with the problem of overlearning of pupils, starting from 19th century until now. Main attention is devoted

to the results of scientific researches carried out on this subject. The second of the article is concerned with such problems as the essence, measurement, results as well as means of eliminating the overlearning of pupils in the course of school education.

255. WASYLUK-KUŚ, HALINA: **Niektóre deformacje w stosunkach między nauczycielem a uczniem.** (Some Deformities in the Relations between Teacher and Pupil). *Ruch Pedagogiczny* 1975, No. 5, pp. 606–616.

In the introduction, proper as well as improper relations are defined between teacher and pupil, next the kinds are discussed of deformities of these relations. Three main kinds of improper interpersonal relations are distinguished and characterized: 1) relations with a greater domination, 2) relations characterized by hostility, 3) relations characterized by hostility and domination. On the basis of numerous Polish and foreign researches, main factors are distinguished determining relations between teacher and pupil as well as a typology of teachers is made taking into consideration the attitude toward pupils. The conditions and specificity of teacher's profession are also discussed as a source of certain teachers' psychical deformities, and consequences of these irregularities in teacher-pupil contacts as well as practical conclusions.

256. WĄSOWICZ, STANISŁAW: **Wydatki rodzin wiejskich na kształcenie.** (Expenses of Rural Families on Education). *Wieś Współczesna* 1975, No. 9, pp. 60–65.

The author, in his researches upon the whole of expenses on education born by pupils' families, divided them into 10 groups: educational supplies, school clothing, school fund, board and lodging, transport, private lessons, youth's cultural life, training courses as well as other expenses connected with educating children. The researches were carried out on a sample of 5694 rural families whose children were learning in elementary schools, elementary vocational schools and secondary schools. The results of the researches show that expenses on education in rural families increase together with the raising of the level of

education; they also increase depending on the type of school as well as on distance from home to school. There also exists a dependence between an increase of expenses upon educating children and the family's living conditions as well as the raising of mothers' educational level.

257. WOŁCZYK, JERZY: **Polityka opiekuńcza w warunkach zreformowanego systemu oświaty.** (Tutelar Policy in the Conditions of the Reformed System of Education). *Nauczyciel i Wychowanie* 1975, No. 4/5, pp. 21–40.

The author of the article discusses some forms of tutelar activity concerned with children and youth, realized according to the principles of tutelar policy. The basic principle of this policy is an integral connection between care of children and the system of education and schooling. Selected forms of both protection of health and institutional care are presented in the article. The program of activity of the Ministry of Education and Schooling in respect of a further progress in care of children is also discussed in detail. In addition, a fragment of the prognostication of the Main Commission for Prognosticating of the Ministry of Education and Schooling is presented which dealt with the problem of tutelar activity and aid. Tables, included in the annex of the article, contain numerical lists concerning the number of children embraced by different forms of tutelar activity.

258. ZBOROWSKI, JAN: **Uczeń — jedynak.** (Pupil — Only Child). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 159 pp.

The results are presented in the publication as well as the analysis of the researches carried out in selected elementary schools in order to define a social attitude of only children as well as its conditioning, their school careers, an explanation of a school and family tutelar function in the educational process. The researches embraced a sample of 6 elementary schools representing urban and rural environments. A demographic situation is discussed in Poland and in the world as well as the problem of only children in the literature, the problem and methodology of the researches, a general character-

istics of the population under investigation. Functions are also described of school and family in the education of only children. Much consideration is given to a specificity of the education of only children as well as to the trends of finding means serving to remove the shortcomings created by this problem.

259. ZNAMIŃSKA, ANNA: **Psychologiczne i pedagogiczne problemy poradnictwa zawodowego.** (Psychological and Pedagogical Problems of Vocational Counseling). *Szkoła Zawodowa* 1975, No. 7/8, pp. 13–14.

The article is a report on a conference which took place on March 17–18, 1975 at Kalisz. The conference was devoted to psychological and pedagogical problems of vocational counseling. In the reports, prepared during the conference, many questions were analyzed. In the introduction, T. Nowacki discussed a great significance of knowledge of professions in the preparation of pupils for a conscious choice of a profession. The other pronouncements concentrated upon the possibilities of cooperation among schools, educational-vocational guidance centers, employment agencies as well as other institutions in solving problems of vocational counseling. Tasks of a future 10-year general secondary school in the field of vocational counseling were also presented. Much attention was given to sanitary aspects of a choice of profession as well as to methods of being acquainted with a pupil in the work of an educational-vocational guidance center.

260. ZYCH, ADAM: **Kierunki obiektywizacji oceny szkolnej.** (Trends of Objectivation of School Marks). *Ruch Pedagogiczny* 1975, No. 5, pp. 617–623.

In the article, the conclusions are presented drawn from the researches upon an objectivation of the processes of control and evaluation of pupils' educational attainments. Much consideration is given to the following problems: 1) the need to carry out experimental researches as well as theoretical works of a normative character, 2) the need to elaborate uniform criteria of evaluations and norms of demands, 3) the necessity to prepare teachers properly,

4) the change of teachers' opinion that school marks serve as disciplinary means, 5) a verification of a 4-degree scale of school marks, 6) a simultaneous application of mark and a verbal evaluation in the form of a detailed characteristics of pupils' educational attainments, 7) the atmosphere of friendliness in evaluating as well as overt marks, 8) the need to motivate each school mark, 9) an introduction of standardized tests of pupils' educational attainments, 10) self-control and self-evaluation among pupils.

See also 287.

V. TEACHER'S PROFESSION

261. ADAMCZYK, BOGUSŁAW and PILKIEWICZ, MAREK: **Rekrutacja na studia do uczelni kształcących nauczycieli.** (Enrollment of Candidates for Higher Schools Educating Teachers). *Nowa Szkoła* 1975, No. 6, pp. 14–16.

The considerations included in the article pertain to the system of enrollment of candidates for higher studies for teachers. Constituents which should form a rational system are also discussed. These are: preorientation and vocational counseling, different forms of encouragement facilitating the choice of teacher's profession as well as the selection by examination. The model of teacher and student from a higher school of pedagogy is defined as well. Suggestions of changes in respect of organizing the enrollment of candidates for higher schools of pedagogy are presented on the basis of an analysis of the present system of enrolling candidates for these schools.

262. BANASIAK, JAN: **Twórcza praktyka pedagogiczna. Propozycja programowa dla praktyki dydaktycznej i jej weryfikacja.** (Creative Pedagogical Practice. Program Suggestion for Didactic Practice and Its Verification). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 65–85, rez. sum.

The article is a continuation of the problem discussed in the preceding number of the quarterly "Kwartalnik Peda-

gogiczny" and concerned with the creative attitude in pedagogical activity. The experimental program is presented and discussed of pedagogical practice for future teachers as well as its empirical verification. The program considered is characterized by the presence of research problems as a cycle of scientific tasks connected with the area of practice enabling students to know the environment in which the practice took place as well as a set of tasks for apprentice teachers. Researches upon the verification of the program were carried out in 1972 on a sample of students from fourth year of the Faculty of Psychology and Pedagogy of the University of Warsaw. A method was employed in the researches of parallel random samples, each of them consisting of 18 persons, that is, experimental and control samples. The subject of detailed measures among persons under investigation were: an intensification of the creative attitude, an evaluation of programs as well as an attitude toward innovation and evaluation of the program. The following research methods were employed: a test of an intensification of creative attitude, an inquiry defining the subjects' attitude toward innovations as well as a questionnaire to evaluate apprenticeships.

263. BANDURA, LUDWIK: **Trudności zawodu nauczycielskiego.** (Problems of Teacher's Profession). *Chowanna* 1975, No. 3, pp. 275–285.

The article analyzes the difficulties of the modern teacher in school work. Main attention is devoted to the difficulties connected with the development of civilization as well as to the so-called "school explosion" characterized by an increase of a number of pupils and in consequence — very high class frequency in schools and boarding schools as well as a shortage of educational staff. The difficulties are also discussed concerning the frequent changes of educational programs: methodical ones as well as difficulties in respect of raising one's own qualifications. Much consideration is also given to the problem of preparing pupils, not only for everyday needs but also for future tasks, i.e. instructing them in a scientific methods as well as initiating them into individual work. The article also deals with the problem of burdening teachers with work

upon the preparation of this type of lessons. The importance is stressed of the difficulties in examining pupils' abilities, in individualizing studies and directing professional orientation, and also the difficulties connected with the acceleration of youth. A discussion follows about the problem of educating teachers and raising their professional qualifications.

264. FILIPEK, JANINA: **Problem wyboru zawodu i akceptacja szkoły pedagogicznej w oczach młodzieży. Na przykładzie Studium Wychowania Przedszkolnego.** (Choice of Profession and Youth's Approval of Pedagogical School. On the Example of the Studium of Preschool Education). *Chowanna* 1975, No. 3, pp. 316–329.

The results of the researches are analyzed upon factors and determinants connected with a choice and approval of pedagogical school and teacher's profession. The researches embraced a sample of 447 pupils from the Studia of Kindergarten Education at Kręty and Tarnów (semi-higher studies) and were carried out by means of soundings. An inquiry and an interview were employed. Inquiries for teachers and educators from the Studium and Boarding School were applied as well. Comparison of answers enabled to objectivize pupils' statements as well as to define common viewpoints in the relation: teacher — youth.

265. FILIPKOWSKI, WACŁAW: **Nauczyciel twórczy podstawowym warunkiem powodzenia reformy systemu edukacji narodowej.** (Creative Teacher as a Basic Condition of the Success of the Reform of National Educational System). *Zbiorcza Szkoła Gminna* 1975, No. 5, pp. 5–8.

The scientific-technical progress, the tempo of social, cultural and economic development, great changes taking place in the whole society create new demands for school and teacher. Not only is the broad knowledge needed but also an independent, engaged and creative attitude of the teacher. The problem of educating teachers became very important in the reform of the system of national education. The author postulates the necessity of a radical

modernization of the organization, methods and content of educating candidates for teachers as well as of a further raising of their professional qualifications. A number of conclusions are also given whose realization would contribute to the development of teachers' creative attitudes.

266. FREJMAN, MIROSŁAW and POCHANKE, HENRYK: **Założenia reformy systemu kształcenia nauczycieli techniki.** (Assumptions of the Reform of the System of Educating Teachers in Engineering). *Przegląd Pedagogiczny* 1975, No. 1, pp. 65–75, rez. sum.

The article is devoted to considerations of the reform of the system of educating teachers in engineering, initiated in 1973. The reform introduced a system of uniform education for teachers of all subject specializations in the course of 4-year studies for master's degree. So far, elementary school teachers in the course of 3-year vocational studies have been educated and secondary school teachers — in the course of 5-year studies for master's degree. The essence and significance of changes in respect of educational content are presented comparatively against the background of some features of the past two-way system of education.

267. GRZEŚ, BOLESŁAW: **Działalność ZNP w trzydziestoleciu Polski Ludowej.** (The Activity of the Polish Teachers' Union during the Thirty Years of the Polish People's Republic). *Nauczyciel i Wychowanie* 1975, No. 2, pp. 3–14.

The article contains fragments of the report delivered by the chairman of the Polish Teachers' Union during the session organized by the Main Board of the Polish Teachers' Union in October 1974 in order to present the role of the Polish Teachers' Union in education during the thirty years of the Polish People's Republic as well as to indicate the most important tasks of the Union's organization in the realization of the vision of Poland given in the resolutions of 6th Congress of the Polish United Workers' Party. Against the background of the most significant stages in the development of education and

schooling in the Polish People's Republic, the author discusses the activity of the Polish Teachers' Union. In the years 1944–1945 work upon reconstructing and creating a network of schools began. The social-political activity of the Union in the field of preparing the educational staff is discussed. The author also presents the activity of the Polish Teachers' Union, connected with the improvement of living and social conditions of the educational staff, mainly of retired teachers. The activity of the Polish Teachers' Union had different forms. The Union has great achievements in the field of organizing rest and medical service for teachers. An outline of the Union's further work is also given.

268. IWANOWSKI, WOJCIECH: **Rozmieszczenie nauczycieli specjalistów w szkolnictwie podstawowym.** (The Distribution of Teachers-Specialists in Primary Education). *Nauczyciel i Wychowanie* 1975, No. 3, pp. 84–94.

After the realization in 1967 of the reform of an elementary school and setting up grade VIII, the demand for teachers-specialists suddenly increased. Even the growing number of qualified teachers from elementary schools did not satisfy rapidly growing needs. The author gives a lot of numerical data which prove that there is a great shortage of teachers-specialists in particular subjects in primary education as well as that there are considerable disproportions in their distribution in city schools, rural schools and in particular voivodships. The following conclusions are drawn from the situation presented: apart from an intensified effort in the field of educating teachers, it is also necessary to increase aid given for nonqualified teachers in particular subjects by school inspectors — methodologists of subjects. The author also suggests to carry out the activities aiming at a rational distribution of teachers-specialists in the city, the country and in particular voivodships. A postulate of an employment of teachers in accordance with the line of their education is also put forward.

269. JUNDZIŁŁ, IRENA: **Funkcje i zadania pedagoga szkolnego.** (Functions and Tasks of School Pedagog). *Nauczyciel i Wychowanie* 1975, No. 4/5, pp. 97–104.

Main consideration of the article is given to problems connected with the work of a school pedagog, his role and tasks in school. The author concentrates upon tasks and forms of work of a school pedagog as well as discusses some of these forms. A characteristics follows of the main form which is counseling concerned with teachers, children and parents. Tutelar-educational activity is analyzed as well as work upon raising the level of parents' pedagogical culture and work with children and youth. Much attention is also devoted to problems connected with scientific-research work as well as with the organization of work of a school pedagog.

270. KOZŁOWSKI, JÓZEF: **Aktualne problemy badań pedeutologicznych.** (Contemporary Problems of Pedeutological Researches). *Nauczyciel i Wychowanie* 1975, No. 4/5, pp. 105–111.

The discussed problems of pedeutological researches are concerned mainly with aims, program as well as conditions of education and activity of the teacher. The author deals with several problems being the subject of pedeutological researches, i.e.: 1) the problem of teacher's personality, the degree of his identification with his profession as well as his relation to the society, 2) the model of the future teacher as well as rational prerequisites of elaborating this model, 3) ways of educating the teacher for the new educational system, 4) teacher's work and its conditioning.

271. MALINOWSKI, TADEUSZ: **Kobiety i mężczyźni w zawodzie nauczycielskim.** (Men and Women in Teacher's Profession). *Nauczyciel i Wychowanie* 1975, No. 3, pp. 94–106.

The author presents data which are concerned with teachers employed in education and in other institutions of education and schooling as well as data pertaining to the problem of teachers' husbands and wives, especially to the level of their education and profession. Data were obtained thanks to the list of educational staff made in 1973. They indicate numerous important and complex problems in the teacher's profession as well as its specificity, e.g. taking into consideration: 1) a number of lonely women, 2) a differentiation of teachers' families in the

cities, industrial regions as well as in the rural environment, 3) differences in the situation of men and women employed in this profession, 4) a differentiation depending upon kinds of schools and regions in the country. To the specific phenomena demanding a reflection and appropriate remedial measures belong among others: the process of the feminization of the profession (above 73% of women) as well as family problems and conditions of woman teacher's work accompanying it.

272. NOWACKI, TADEUSZ and NOWAK, JAN: **Przygotowanie pedagogiczne nauczycieli przedmiotów zawodowych.** (Pedagogical Preparation of Teachers in Vocational Subjects). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 248 pp.

The problems are considered in the publication, being very significant from the point of view of a pedagogical practice, i.e.: the teacher's personality, his preparation for teaching a subject, didactic abilities, basis for raising teachers' professional qualifications, stimuli and inhibitions in his work, typical pedagogical and didactic and other difficulties. A pedagogical preparation is discussed of teachers in vocational subjects as well as methods and forms of their education. There is also emphasized the influence of a pedagogical preparation of teachers in vocational subjects upon the results of their school work.

273. POPLUCZ, JAN: **Organizowanie zespołów badawczych wśród nauczycieli — studentów zaocznych studiów pedagogicznych.** (The Organization of Research Groups among Teachers — Students from Extramural Pedagogical Studies). *Chowanna* 1975, No. 4, pp. 468–474.

The function is presented in the article of teachers' participation in research works of the university as well as the purposefulness is motivated of organizing teachers' research groups in order to carry out pedagogical investigations and experiments in their own centers. The conditions are also defined of the cooperation between the university and studying teachers. Much attention is devoted to the problem of a methodological preparation of a research group as well as of the reliability of materials obtained by

the members of the group and difficulties which may occur in the cooperation between the university and a research group or in the cooperation among members in the group.

274. POPLUCZ, JAN: **Studia pedagogiczne a rozwój twórczej postawy zawodowej nauczycieli.** (Pedagogical Studies and the Development of Teachers' Creative Professional Attitude). *Chowanna* 1975, No. 3, pp. 307–315.

The article contains the remarks and suggestions pertaining to the connection between the quality of the course of pedagogical studies and the effectiveness of teachers' practical activity. The following problems are discussed: difficulties in learning pedagogical subjects and a motivation for these studies, measures of the effectiveness of studies as well as an influence of higher pedagogical education upon teachers' creative attitude toward professional functions. Two kinds of measures are presented: seminar works and the evaluation of a practical activity. These measures are concerned mainly with the value of pedagogical knowledge for the practice, not with the evaluation of knowledge itself.

275. RUSZKOWSKI, JÓZEF: **Ocena pracy nauczyciela.** (An Evaluation of Teacher's Work). *Chowanna* 1975, No. 3, pp. 354–364.

The article attempts to define a uniform and fairly objective evaluation of teacher's work. It contains suggestions of criteria of evaluations of this work as well as a key enabling to give one of five marks for the whole of teacher's work. The following criteria are suggested: the ability of conducting lessons, socialist education, tutelar activity, raising the level of one's own work, conducting out-of-school lessons as well as an engagement in social works outside school. The key embraces: an evaluation in respect of the realization of tasks connected with educational process, socialist education and tutelar activity, an evaluation in respect of the realization of tasks concerning the improvement of one's own work and out-of-school lessons as well as an evaluation of social work outside school.

276. STĘPNIAK, ANDRZEJ: **Społeczna aktywność nauczyciela jako problem badawczy.** (Teacher's Social Activity as a Research Problem). *Chowanna* 1975, No. 4, pp. 492–501, bibl.

The author defines main trends of scientific researches upon the personality of the teacher in future. The opinions are presented of the Polish pedagogs about pedeutology as well as the present needs are described in this respect. A detailed analysis follows of the problem of teacher's social roles in school and out of school nowadays and in future together with the problem of researches connected with them.

277. WIECZOREK, TADEUSZ and BUDZEŃ, HENRYK: **Z badań nad współczesnym modelem nauczyciela przedmiotów zawodowych w technikach rolniczych.** (Researches upon the Contemporary Model of Teacher in Vocational Subjects in Agricultural Technical Schools). *Szkoła Zawodowa* 1975, No. 10, pp. 17–20.

A description of characteristic features of the modern teacher in vocational subjects in agricultural technical schools, constituted a subject of researches whose results are presented in the article. The following methods were employed: a questionnaire among teachers, H. J. Eysenck's personality inventory, interviews with school principals, pupils' school compositions as well as an analysis of school records. Two hundred and forty teachers in all were subject to investigation, interviews were made with 20 school principals. 860 compositions were obtained from pupils from selected schools. The results enabled the authors to elaborate an existing model and a suggested model of teacher in vocational subjects in agricultural technical schools.

278. ZDEBSKI, ZDZISŁAW: **Nauczycielski Uniwersytet Radiowo-Telewizyjny jako nowoczesna forma dokształcania i doskonalenia zawodowego nauczycieli.** (The Radio-Television Teachers' University as a Modern Form of Raising Teachers' Professional Qualifications). *Chowanna* 1975, No. 3, pp. 343–353.

One of the forms is presented in the article of raising teachers' professional qualifications which is the Radio-Television Teachers' University open since 1974. Main attention is devoted to the tasks, range of influence as well as to the scientific disciplines being components of the program of the University. On the basis of introductory researches carried out by means of inquiries, interviews and observations, the problems are described and analyzed connected with the functioning of the University as well as its good and bad sides. The opinions of 250 teachers (students of the University) from various schools of the Katowice Voivodship enabled the author to formulate postulates of changes in the realization of the program of this special University.

See also: 281, 316.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI.1. PRESCHOOL

279. FRANUS, EDWARD: **Rozwój dziecka w wieku przedszkolnym. Czwarty, piąty i szósty rok życia.** (The Development of a Child at a Kindergarten Age. Children Aged 4, 5 and 6). Nasza Księgarnia, Warszawa 1975, 216 pp., ill.

The publication is an album containing 1676 photographs together with a description and an interpretation. It consists of three parts devoted to children aged 4, 5 and 6. An annex is also included. In all the parts, the text and an illustrative material were synchronized. The text, being entirely connected with illustrations, contains not only descriptions of the photographs but also psychological interpretations of the facts observed concerning the forms of conduct. In the "Annex", simple tests are included checking the physical and psychical development of children in particular life periods.

280. FRANUS, EDWARD: **Sprawdziany rozwoju dziecka. Od urodzenia do szóstego roku życia.** (Tests of Children's Development. From Birth to Six Years). Nasza Księgarnia, Warszawa 1975, 84 pp., ill.

This half-album publication consists of three parts, each of them devoted to another period in child's life. The first part contains tests for the period of infancy, the second part — for the postinfancy period (2 and 3 years), the third part — for the preschool period. Twenty three sets of tests are also included containing 311 tests illustrated with 336 photographs. The tests are of different character, referring to physical, mental and adaptation abilities. In the annex, tables are included with 80 pictures presenting animals, objects of daily use, working tools, vehicles and some professions. The tables are indispensable to make particular tests.

281. KRZYSZTOSZEK, ZOFIA (ed.): **Zarys pedagogiki dla nauczycieli przedszkoli.** Cz. 1–2. (An Outline of Pedagogy for Kindergarten Teachers. Parts 1–2). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 231 pp., ill. + 188 pp., ill.

In the first part of the publication the problem is discussed connected with the formation of child's personality at a kindergarten age. It also contains chapters concerned with the subject and tasks of pedagogy as well as with the analysis of the concept of education, educational aims and tasks. Much attention is devoted to the problems specific for the pedagogical activity of kindergartens, i.e.: an educational role of the environment, activities connected with the development of child's personality, contents of education broadly comprehended (health, physical, social-moral, mental and aesthetical education) as well as tasks of kindergartens and schools in the light of contemporary programs of education and schooling. The second part concentrates upon the educational processes. A characteristics is given of this concept as well as the control is discussed of the development of children's activity, the formation of children's groups in the kindergarten and the cooperation between kindergarten and family. Next chapters are devoted to the rules and methods of education

as well as to an analysis of educational difficulties and the activity enabling to overcome them. After each chapter, exercises and control topics are included.

282. SITOWSKA, KAZIMIERA: **Rozumienie pojęć technicznych przez dzieci w przedszkolach miejskich.** (Comprehension of Technical Concepts by Children from Kindergartens in the City). *Przegląd Pedagogiczny* 1975, No. 1, pp. 126–130.

The author presents researches upon the degree of comprehension of technical concepts by children aged 5–6. The researches were carried out in 1972 on a sample of children from one of the kindergartens in Warsaw and analyzed an influence of the following factors upon the child's comprehension of technical concepts: environment, child's age and sex, time of attending kindergarten, and parents' education. Mutual relationships between the comprehension of these concepts and a direct contact with technical devices are also discussed. A questionnaire with illustrations was employed in the researches as well as an analysis of documents and an interview with children under investigation. Another research method was a talk concerned with the knowledge of technical devices presented in photographs as well as of principles of their operation.

283. SOKOŁOWSKI, STANISŁAW: **Z badań nad rozumieniem elementów matematyki dzieci 6-letnich.** (Researches upon the Comprehension of the Elements of Mathematics by 6-Year-Old Children). *Zbiorcza Szkoła Gminna* 1975, No. 6, pp. 33–37.

The author reports the researches on the results of teaching mathematics to 6-year-old children in grade I of an elementary school in comparison with a control grade of 7-year-olds. The researches were carried out in the city and the region of Zielona Góra (the environment of a city, a suburban area and a typically agricultural region), where the experimental education of 6-year-olds in elementary schools took place. The assumption of the researches was to determine the degree to which 6-year-old children learned the content of grade I program and prepared for grade II program. The researches were carried out at the

end of April 1973. Criteria of comprehension were employed in the researches as well as of independent and logical thinking, knowledge of basic concepts and arithmetical technique. The results of the researches indicate that although experimental grades were able to obtain satisfactory results, the level of these grades is lower than the level of control grades. Conclusion: all 6-year-old children should be embraced by the preparation for school. The transition stage, before an introduction of a school duty for 6-year-olds, will be kindergarten centers and junior first grades in which, apart from an equalizing work, teaching the elements of mathematics and reading will be introduced. Examples of tests are given in the article as well as tables.

284. TERLECKA, WANDA: **Poczucie powinności moralnej u dzieci przedszkolnych.** (The Sense of Moral Duty among Children from Kindergartens). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 184 pp., bibl.

The work is devoted to the presence of the sense of moral duty among children from kindergartens in the situations of two kinds: in real situations as well as in situations presented to the child in stories and pictures. The author explains: 1) how far the sense of moral duty as an inward need for values is common among children from kindergartens, 2) how the sense of moral duty develops, 3) which structural and functional elements of moral situations are realized by children, 4) in which situations children reveal the sense of moral duty, and 5) what is the relation between the formulation of the sense of moral duty and the realization of moral norms. In the annex, observation sheets are included of a kindergarten child as well as picture stories employed in the researches.

VI.2. PRIMARY

285. BAŁTAKIS, ROMUALD: **Z pracy psychologa w szkole gminnej.** (Psychologist's Work in District School). *Chowanna* 1975, No. 3, pp. 375–383.

The article discusses the results of researches upon school and life start of pupils from rural schools as well as of their statistical contemporaries. The author defined the distance between the said groups of pupils during the year of an experimental reconstruction of the network of rural elementary schools, taking into consideration their school and life possibilities. The researches were carried out in the school year 1972/1973 in the Collective District School of the Wrocław Voivodship. The first stage embraced screening investigations of pupils from grades I–VII as well as selecting investigations of pupils from grades II–V, obtaining the weakest results during screening investigations. The second stage embraced a sample of pupils from grades VIII. In all the researches, broadly known psychometric and clinical tests were employed.

286. BIERNACKI, PAWEŁ: **Losy szkolne absolwentów zbiorczych szkół gminnych.** (The School Lot of Graduates from Collective District Schools). *Zbiorcza Szkoła Gminna* 1975, No. 4, pp. 8–11, ill.

The article contains a report on the results of investigations carried out at the end of school year 1973/1974 by the Department of the Organization of Education of the Institute for Educational Research with the aim of determining the state of the infrastructure of schools in environments with a different social-economic structure. The obtained results indicate that industrialized and urbanized regions have a better infrastructure of schools with regard to the staff, equipment of areas and buildings than agricultural nonindustrialized and nonurbanized regions. As the result of the investigations, data were also obtained enabling to determine the school lot of graduates who completed elementary schools in 1973. The article discusses the lot of 9413 graduates from rural elementary schools in comparison with the lot of 2707 graduates from collective district schools functioning in the same region. An analysis of the school lot of graduates proves: 1) a number of graduates continuing their further studies depends upon the environment in which the school works, 2) there is a great quantitative difference between graduates from collective district schools and graduates

from other rural schools, continuing further studies, 3) a comparison made for graduates from collective district schools, working in different environments, indicates a smaller differentiation of a number of pupils continuing their studies. The results of the investigations are illustrated with tables.

287. BŁAŻEJEWSKI, ZDZISŁAW: **Wagary szkolne uciekających z domu uczniów szkół podstawowych.** (Truancy of Pupils from Elementary Schools Who Run away from Home). *Ruch Pedagogiczny* 1975, No. 5, pp. 682–692, bibl.

The researches are discussed in the article upon the problem of truancy of pupils who run away from home. The researches were carried out in the Szczecin Voivodship and embraced a sample of 207 pupils from grades I–VIII playing truant and running away from home. Six hundred and twenty one pupils who had never run away from home constituted a control group. The following methods were employed in the researches: an interview (according to a questionnaire) with children running away from home as well as with their parents, teachers and pedagogical workers from the Children's Room of the Civic Militia; inquiries (for the pupils from the control group); an analysis of documents; sociometric investigations. In the analysis of the results, the following problems are presented: a number of pupils playing truant in particular school grades, a frequency of truancy, ways of spending time while playing truant — whether pupils play truant individually or in groups, causes of first truancy, a connection between pupils' truancy and their didactic failures, an influence of friends as a cause of truancy, places of spending time while playing truant.

288. BOBER, WITOLD: **Wiadomości z techniki absolwentów szkoły podstawowej.** (Knowledge of Technology Acquired by Graduates from an Elementary School). *Przegląd Pedagogiczny* 1975, No. 1, pp. 141–145.

The article contains a report on the researches presenting the state of technical knowledge of youth completing an elementary school and beginning their studies in a

secondary school. The researches were carried out in two stages: introductory research embraced a sample of 300 pupils from grades VIII of elementary schools and from grades I of general secondary schools, whereas proper ones — 462 pupils from grades I of 16 general secondary schools. Tests additionally verified before the researches proper were employed and contained questions pertaining to ten parts of the program of lessons in technology. An analysis follows of pupils' answers concerned with the knowledge of technology (within the range of the program of practical-technical lessons) as well as with the degree of application of particular techniques in school.

289. DĄBROWSKI, ZYGMUNT: **Nowe zadania szkoły w rozwijaniu kultury technicznej młodzieży.** (New Tasks of School in the Development of Youth's Technical Culture). *Przegląd Pedagogiczny* 1975, No. 1, pp. 9–24, rez. sum.

The author formulates and analyzes the most important functions of school in the development of youth's technical culture. The present state of technical education in a general secondary school is presented as well as new tasks of school in this field, e.g.: preparation of youth for a participation in the accelerated scientific, technical and economic development in Poland, preparation to fulfil productive, social and culture-forming functions, education of people capable of practical activity, adaptation of the process of polytechnic education to the new situation in science and technology (taking into consideration present needs, aspirations and possibilities of youth), creation of material and staff conditions for the development of technical culture.

290. DRYNDA, DANUTA: **Z badań nad rozwijaniem samodzielności myślenia uczniów w procesie nauczania — uczenia się na lekcjach historii.** (Researches upon the Development of Pupils' Independent Thinking in the Process of Teaching-Learning during Lessons in History). *Chowanna* 1975, No. 4, pp. 502–512, ill.

In the introduction, main problems are discussed of teaching history as well as the opinions of some pedagogs about

the effectiveness of selected methods of teaching this subject and a specificity of a didactic process. A report is also included in the article on experimental researches carried out in order to examine the value of the method of problem education as well as of other didactic methods in the development of pupils' independent thinking and the improvement of the results of teaching. The experiment was preceded by diagnostic researches and embraced a sample of 209 pupils from grades VIII of three elementary schools. Before the beginning of a cycle of experimental lessons, introductory researches were carried out in order to check pupils' knowledge as well as their abilities of independent thinking. After the cycle of lessons, final researches were carried out, one month later — control researches. The obtained results were compared with the results of control grades in which the experiment was not made. The results of these researches give a number of important didactic conclusions for teachers in history.

291. FALKOWSKI, EUGENIUSZ: **Proces organizowania sieci zbiorczych szkół gminnych w woj. olsztyńskim.** (The Process of Organizing the Network of Collective District Schools in the Olsztyn Voivodship). *Studia Pedagogiczne*, Vol. 35 : 1975, pp. 173–185.

In the article concerned with the organization of the network of collective district schools in the Olsztyn Voivodship, the assumptions are presented in the introduction of an educational policy in the light of the directives of 6th Congress of the Polish United Workers' Party. Next, factors are discussed of forming the network of schools, e.g.: a demographical situation, geographical-natural conditions as well as an urbanization of the region. The way is also described to improve the network of schools in the Olsztyn Voivodship and the works are presented in the field of the realization of the conception of a collective district school.

292. FALSKI, MARIAN: **Uwagi do Elementarza i Ćwiczeń Elementarzowych.** (Remarks upon the Primer and Primer Exercises).

Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 56 pp., ill.

In the commentary to his new edition of "The Primer", M. Falski gives a short historical outline presenting the history of this manual, edited for children in order to teach them how to read and write, from the moment of its first edition in 1910 until now. The author formulates methodical remarks for teachers concerned with preparatory courses run before the realization of a very systematic program as well as indicates these parts of the material which are useful in these courses. Much attention is also devoted to the design of "the Primer" and "the Primer Exercises", taking into consideration the layout of pages in both books as well as the specimens of types and handwriting. Consideration is given in the other parts of the work, pertaining to a vocabulary, structure of sentences and texts as well as to the subject of "the Primer" and "the Primer Exercises". In the last chapter, the method is presented of learning how to read and write used by the author of the new manual.

293. KOWALSKI, TADEUSZ: **Uczniowie zdolni w szkołach podstawowych na wsi.** (Able Pupils in Rural Elementary Schools). *Zbiorcza Szkoła Gminna* 1975, No. 5, pp. 39–44.

The article deals with a characteristics of able pupils in rural elementary schools selected in two typically agricultural regions. An analysis is based upon special nominal lists of educational boards of all the schools which, while selecting able pupils, took into consideration mainly the level of their abstract thinking, facility in learning and school achievements. Defining the kind of pupils' abilities in rural elementary schools, the author states that scientific abilities are represented in the greatest number, whereas technical and organizational abilities are not so common. On the basis of the obtained material, the author emphasizes that in rural elementary schools in typically agricultural regions there is a great number of especially able pupils who should be properly cared for. These pupils, having different structures of abilities, demand special care and directing their fate. Such conditions should be

created for them in which a maximum development of revealed abilities is possible, not disregarding their being socially active, efficient in work, disciplined and industrious.

294. KOZAKIEWICZ, MIKOŁAJ: **Problemy funkcjonowania gminnych szkół zbiorczych.** (Problems of the Functioning of Collective District Schools). *Wieś Współczesna* 1975, No. 10, pp. 63–71.

The article presents typical problems of the achievements and difficulties of collective district schools. Questionnaires and interviews with teachers and principals of 21 collective district schools constituted the basis of the description of the situation. The author considers the problem according to particular questions, i.e.: 1) size and number of rooms available to school, building, repairs, 2) scope of the realization of a didactic-educational program (out-of-lesson activities, community centers, nutrition, preschool education, care of retarded and especially able pupils), 3) problems of pupils' transport, 4) staff problems, 5) the equipment of schools with teaching aids, 6) classes for retarded children being prepared for profession. In the schools under investigation, the reform is just being implemented. Undoubtedly positive sides, however, are accompanied with difficulties which may be removed by teachers, educational and local authorities so that a collective district school should become qualitatively a new type of rural school.

295. KUC, KAZIMIERZ: **Odpad szkolny w szkołach podstawowych powiatu Sokołów Podlaski.** (Problems of Drop-out and Screening in the Elementary Schools in Sokołów Podlaski Region). *Studia Pedagogiczne*, Vol. 35 : 1975, pp. 231–243.

The author analyzes the problem of drop-out and screening in the light of researches which were carried out in the elementary schools in Sokołów Podlaski Region and embraced a sample of 300 persons who had given up their studies in the years 1960–1973. Those were people born in the period 1948–1956. In the introduction, the author characterizes demographical, geographical and economic factors in respect of the phenomena of drop-out and

screening as well as pictures drop-out and screening in the schools of the region under investigation on the basis of statistical data. Next, in the light of the obtained results, an analysis follows of the causes of school drop-out and screening as well as of its conditioning together with the results of this phenomenon.

296. LAURENTOWSKI, FRANCISZEK (ed.): **Wychowanie fizyczne w szkole podstawowej. Vademecum studenta na praktykach.** (Physical Training in the Elementary School. Student's Vade mecum during Practice Period). Państwowe Wydawnictwo Naukowe, Poznań 1975, 88 pp., bibl.

Vade mecum, being a shortened collection of information conveyed in the course of studies of different subjects, is directed to the students of physical training, having their apprenticeship in school. In the first chapters much attention is devoted to the role of a pedagogical practice as well as to the preparation for it in the aspect of the practice area — an elementary school. The following problems are taken into consideration pertaining to the school theory: an organizational basis of education in school, pupils' organizations, duties and work of teachers and school principals, the importance of school library, health-hygienic care, the activity of school community centers, the work of the parents' committee, etc. Next, there is emphasized the importance of physical training teacher's knowledge of the psychical-physical development of the child. The organization is also discussed of the process of teaching physical training (aims, educational program, planning of lessons and preparation for them), whereas in the conclusion the school equipment is mentioned used in physical training and sport.

297. PAŹDZIOR, MARTA: **Badania dojrzałości szkolnej, a powodzenie szkolne uczniów.** (Researches upon School Maturity and Pupils' School Success). *Chowanna* 1975, No. 4, pp. 485–491, ill.

The article is a report upon researches concerned with the control of a prognostic value of the School Maturity Test elaborated by B. Wilgocka-Okoń. The researches pertained to only that part of the test which checked

child's readiness for learning to write, read and count. They embraced a sample of 30 pupils from grades I of 5 elementary schools. Those pupils were subject to the School Maturity Test in an educational-vocational guidance center before they started school learning. In the course of the researches, pupils' educational attainments in respect of three abilities: writing, reading and counting were examined three times. Pupils' educational attainments were measured by means of tests and other forms. In the tables, the results are given of researches upon pupils' educational attainments and compared with the results of children's school maturity before entering school. The conclusions pertain to an evaluation of prognostic values of the School Maturity Test as well as to the importance of an early detection of child's developmental retardations in order to prevent school failures.

298. PODOSKI, KAZIMIERZ: **Infrastruktura szkoły gminnej.** (The Infrastructure of District School). *Zbiorcza Szkoła Gminna* 1975, No. 6, pp. 3–6.

The development of the system of district schools in Poland is of a special significance because only in this way it is possible to equalize the conditions of educating rural youth in relation to youth living in the city. The author of the article discusses selected elements of the infrastructure of schools in the new system. Data enabling to evaluate more fully differences in the conditions of school work are presented as well as investment needs are indicated together with a difficult problem of the development of the infrastructure of schools.

299. REMBOWSKI, JÓZEF: **Przystosowanie się dzieci do zadań szkoły.** (Children's Adaptation to School Tasks). *Nauczyciel i Wychowanie* 1975, No. 3, pp. 42–54.

In the school year 1973/1974, researches were carried out in grades III and IV of six elementary schools in Bydgoszcz (247 children in all). In the researches, "Children Behavior Inventory" questionnaire elaborated by F. Schaefer and M. Aaranson as well as statistical tables were employed. On the basis of the obtained results, it is stated that girls

from the group under investigation are much better adapted to the tasks and environment of school than boys. Children from grades IV are better adapted than these from grades III, and only children — better than these from families with many children. Much consideration is given to the fact that nervous and obstinate children find it difficult to concentrate upon the subject. Extroverts are more sociable and kindhearted than introverts but they are less able to concentrate and to be considerate toward others. However, they are better adapted to the tasks of school than introverts who may cause educational difficulties. Practical conclusions may be drawn from the researches both for a formmaster and a group of teachers.

VI.3. SECONDARY

300. BOGAJ, ANDRZEJ: **Nauczanie informatyki a rozwijanie kultury technicznej młodzieży.** (Teaching the Computer Science and Developing the Technical Culture among Youth). *Przegląd Pedagogiczny* 1975, No. 1, pp. 101–106, sum.

The subject of the article is the role and importance of teaching the computer science in the promotion of technical culture among pupils from secondary schools. The author attempts to support a thesis that the computer science may and should become an element of pupils' technical culture. Such problems are discussed as: the concept of the computer science as a science, its subject and content, the concept of pupils' technical culture as well as an experimental program of teaching the computer science in secondary schools, which was subject to an empirical verification.

301. BOGDAŃSKA-ZAREMBINA, ANNA and FILIP, JANINA and ZEGADŁO, EDWARD: **Klasy sprofilowane w świetle badań.** (Profiled Grades in the Light of Researches). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 2, pp. 55–63, ill.

The article is a short report on the researches upon the educational attainments of pupils from general secondary schools after the first year of education in respect of main subjects in profiled grades. In the introduction, the purpose is described to set up profiled grades in general secondary schools, the rules of selecting pupils for these grades as well as the number of mathematical-physical and biological-chemical grades in the school year 1974/1975. The researches embraced a sample of 490 pupils from 28 mathematical-physical grades and 500 pupils from 26 biological-chemical grades. Specially constructed tests were employed in the researches upon the results of education in order to measure the degree of a command of knowledge included in an educational program as well as the ability to use it in typical and problem situations. Conclusions from the researches pertain to the methodology of investigations upon the educational attainments of pupils as well as to the results of education in profiled grades, taking into consideration disproportions in the educational attainments of pupils from different schools.

302. CIERKOŃSKI, ZBIGNIEW: **Z badań nad trudnościami w nauce u młodzieży nerwowej w szkołach średnich.** (Researches upon the Difficulties in Learning of Neurotic Youth in Secondary Schools). *Psychologia Wychowawcza* 1975, No. 5, pp. 701–713, bibl.

The aim of the researches was to verify a hypothesis that youth's neurosis is one of the causes of school failures as well as to compare the progress in learning of neurotic and nonneutoric pupils having the same level of mental abilities, eliminating at the same time the other factors which might influence their educational attainments. Another research problem dealt with was to explain why neurosis is the cause of youth's school difficulties, i.e. to define a specificity of neurotic pupils' reactions to difficult school situations. Eysenck's MPI questionnaire was employed in the researches as well as Seymour B. Sarason's test of timidity, Raven's test, an analysis of school records and individual talks with the subjects, their teachers and school doctors. The researches embraced a sample of 500 pupils from grades I–V of a vocational engineering school.

The results of the researches are presented according to the following problems: 1) educational attainments of two groups under investigation, 2) pupils' attendance at school in both groups, 3) pupils' family and environmental situation, 4) results of individual researches (teacher, examination, class test as stress factors, contacts with friends, failures).

303. KWIECIŃSKI, ZBIGNIEW: **Dobór uczniów do szkół ponadpodstawowych bez egzaminów.** (Enrollment of Pupils Without Examinations in Postprimary Schools). *Nauczyciel i Wychowanie* 1975, No. 4/5, pp. 59–72.

The contents of the article is an analysis of the opinions of principals from postprimary and primary schools as well as of the representatives of educational boards about the new system of the enrollment of pupils in postprimary schools (entrance examinations in all schools were done away with in the year 1974/1975). Empirical researches carried out in 1974/1975 attempted to define objective effects of the new system of the enrollment of pupils in postprimary schools. The researches embraced a sample of 8350 pupils, 549 parents and 205 principals as well as representatives of educational boards. A questionnaire was employed in the researches upon pupils, whereas in all the other cases — an interview. In the light of the principals' opinions, the author analyzes advantages and disadvantages of the new system, discusses postulates of changes and improvements as well as attempts to classify every opinion in a definite type of attitudes toward a discussed innovation.

304. MACIASZEK, MAKSYMILIAN: **Model dziesięcioletniej szkoły średniej. Propozycje i problemy.** (The Model of a Ten-Year Secondary School. Suggestions and Problems). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1975, No. 2, pp. 5–18.

The author of the article discusses all the undertakings of the state authorities as well as of the Ministry of Education and Schooling concerning a preparation of the reform of the system of education and schooling in Poland. As a result of the reform, a ten-year general secondary school

will be introduced. Main consideration is given to the basis of forming the model of educational contents in this school as well as to the rules of constructing educational programs, the structure and hierarchization of educational contents. In the conclusion, the state is presented of works being done nowadays together with plans in respect of the modernization of the Polish system of education.

305. SZULC, ANTONINA: **Motywacja uczenia się techniki przez młodzież licealną.** (Motivation for Learning Technology by Youth from Secondary Schools). *Przegląd Pedagogiczny* 1975, No. 1, pp. 150–158.

The results of the investigations, subject to an analysis in the article, are concerned with the motivation for learning technology by youth from a general secondary school. A questionnaire containing 25 questions divided into eight groups embraced a sample of pupils from grade IV of a general secondary school. In the light of the obtained results, differences are discussed between the opinions of boys and girls as well as of "humanists" and "mathematicians". Teachers' opinions about youth's motives for learning a subject called technical training are also presented.

306. SZYMAŃSKI, MIROSŁAW: **Selekcyjne funkcje systemu rekrutacji młodzieży do szkół średnich.** (Selective Functions of the System of Enrolling Youth in Secondary Schools). *Nauczyciel i Wychowanie* 1975, No. 4/5, pp. 78–91.

Researches upon social aspects of enrolling youth in post-primary schools were carried out twice in general secondary schools of three regions: Piotrków Trybunalski, Łuków and Mława. They were first carried out in 1972 when entrance examinations to secondary schools were obligatory. They were repeated in 1974 when entrance examinations to secondary schools were done away with. The repetition of researches enabled the author to compare the effects of different means of enrolling youth in secondary schools as well as to make an analysis of a selective function of the two enrolling systems. In the analysis, the author takes into consideration three elements: a characteristics of candidates as a group of youth

selected already in the earlier period of school education, an analysis of similarities and differences of youth admitted and not admitted to school as well as a comparison of social effects of different systems of enrollment.

See also: 242, 289.

VI.4. VOCATIONAL

307. BARTZ, BRUNON: **Koszty kształcenia w wybranych szkołach rolniczych.** (Costs of Education in Selected Agricultural Schools). *Wieś Współczesna* 1975, No. 9, pp. 138–141.

In the school years 1965/1966–1969/1970, researches were carried out in 5-year intramural technical schools of economics as well as in a postsecondary cooperative school and 3-year technical schools of economics after schools of agricultural training. In the researches, statistical analysis of costs was employed according to the following groups: costs of labor, current maintenance of school, wear and tear of teaching aids as well as of dead stock, aid for youth, educational expenses born by parents. Institutional costs were different in particular years of the period under investigation (the condition and value of exploited objects, the number of pupils and teachers). The differences in costs of educating graduates among particular schools of the same type depend on many factors (size of school, line of studies, number of pupils, area of rooms). The author also presents the results of investigations carried out in the years 1960/1961–1964/1965 in some agricultural technical schools as well as in schools of agricultural training. A comparison of the results of investigations carried out in agricultural and cooperative schools with the results of investigations in other vocational schools leads to the conclusion that the costs of educating graduates in agricultural and cooperative schools belong to the highest ones in Poland. They are approximate to the costs of education in medical and nautical schools, but they exceed twice or thrice the costs of education in technical schools of economics as well as in general secondary schools.

308. CZARNECKI, KAZIMIERZ: **Psychologiczna ocena uczniów ZSZ.** (Psychological Evaluation of Pupils from Elementary Vocational Schools). *Szkoła Zawodowa* 1975, No. 10, pp. 5–7.

The article is devoted to researches upon a psychological evaluation of pupils from an elementary vocational school. The evaluation embraced: knowledge and skills, development of interests, abilities, temperament, moral attitudes, motives for action and learning, life aspirations, opinions, etc. The aim of the researches was to define teachers' accuracy in evaluating pupils as well as to collect data concerned with a psychological characteristics of pupils from vocational schools. The researches embraced a sample of 555 pupils from grades I, II and III of different vocational schools. The method of a participating observation was employed as well as an analysis of school records. The results of the researches are discussed in the following groups of problems: the teachers' evaluation of a general mental efficiency of pupils, teachers' evaluation of pupils' knowledge and professional skills as well as pupils' attitudes toward a vocational school.

309. KORABIOWSKA-NOWACKA, KAZIMIERA: **Przydatność do pracy absolwentów szkół zawodowych.** (Fitness for Work of Graduates from Vocational Schools). *Szkoła Zawodowa* 1975, No. 7/8, pp. 8–13.

The subject of considerations is the problem of vocational preparation and fitness for work of graduates from vocational schools. The considerations are based upon researches carried out in many types of vocational schools during the last years. In the introduction, the problem of basic activities and tasks is discussed which constitute the professional requirements in relation to the worker. Main attention is devoted to the problem of the start of graduates from Polish vocational schools as well as of the process of adaptation in a working place, difficulties encountered during the first period of work and their causes. A suggestion of a characteristics of the profession is presented in the conclusion.

VI.5. HIGHER

310. BOROWICZ, RYSZARD: **Niektóre czynniki demograficzne jako determinanty karier szkolnych studentów.** (Some Demographical Factors as Determinants of Students' School Careers). *Kwartalnik Pedagogiczny* 1975, No. 3, pp. 137–157.

The problem of the connection between demographical factors and students' school careers is considered in two aspects: qualitative and quantitative. In the quantitative aspect, the author is interested in differentiating the chances of taking up studies by youth finishing a secondary school in respect of: biological features (sex), type of a completed secondary school (a general secondary school, technical school or vocational secondary school) as well as age and year of getting a secondary-school certificate. In the qualitative aspect, the author describes the differentiation of chances to complete studies in general as well as to finish them with a definite result (very good, good, satisfactory) taking into consideration the demographical features mentioned above. In the considerations, the author bases upon all-Polish data, information concerned with one type of school as well as upon materials obtained from empirical researches in a microscale or from only one school.

311. BUGIEL, JULIAN: **System kształcenia inżynierów a ich praca zawodowa.** (The System of Training Engineers and Their Professional Work). Ossolineum, Wrocław 1975, 105 pp.

The paper is based upon the materials of the researches carried out in 1973 by the Institute of Sociology and Psychology of Labor of the Academy of Mining and Metallurgy in Cracow among engineers employed in the institutions of this region. The author concentrates upon the following problems: 1) industrial evolution of an engineer under the influence of a technical progress in the aspect of the realization of new trends of the activity, 2) changes of the function and professional profile as well as the necessity of a permanent education, 3) interdependences between the system of education and the needs of economic practice, 4) realization of the expectations of

young technical staff connected with the first job, 5) engineers' satisfaction with the institution, specialization and post considered to be an element of stabilization. Much attention is also given to the factors impeding an optimum employment of engineers' working time as well as to an evaluation of the promotion system in institutions.

312. KUROWSKI, HENRYK and SOBOŃ, WIKTOR and WRÓBLEWSKI, ALFRED: **Informacja o stanie i wynikach prac nad modernizacją planów i programów studiów dziennych w akademiach rolniczych.** (Information about the State and Results of Work upon the Modernization of Plans and Programs of Intramural Studies in Agricultural Academies). *Studia Materiały Informacje* 1975, No. 1, pp. 5–15.

The information about the state and results of work upon the modernization of plans and programs of intramural studies in agricultural academies was elaborated by the Ministry of Science, Higher Education and Technology. It contains a discussion about more significant changes in the system of education as well as in plans and programs of studies. Examples of program solutions are presented in the article as well as trends of works aiming to modernize the didactic process are discussed together with a schedule of works to be carried out in 1974/1975 upon the problems mentioned above.

313. ŁAGOWSKA, ANNA: **Studenci pracujący — charakterystyka zbiorowości pod względem wieku i stażu zawodowego.** (Working Students — Characteristics of a Group in Respect of Age and Years of Service). *Dydaktyka Szkoły Wyższej* 1975, No. 2, pp. 137–150.

A characteristics is included in the article of a group of students from studies for workers taking into consideration age, years of service and a number of attempts to undertake studies. An attempt is made to describe changes in studies for workers in respect of the variables mentioned above as well as of the participation of these studies in the system of education at an academic level in the Polish People's Republic. The staff situation is presented in the economy and national culture in the postwar period as

well as more important causes are discussed supporting the conception of setting up and developing intensively higher studies for workers.

314. MAJKA, KRZYSZTOF and MOLIK, KAZIMIERZ and STANISŁAWEK, ALINA: **Badania sprawności studiów w zależności od wyników rekrutacji w Akademii Rolniczej w Warszawie. Sprawozdanie z badań 1974.** (Researches upon the Effectiveness of Studies Depending on the Results of Enrollment in the Agricultural University of Warsaw. Report on Researches from 1974). *Studia Materiały Informacje* 1975, No. 1, pp. 75–92, ill.

The article presents a report on researches upon dependences among the level of candidates' preparation for studies, social origin, kind of completed secondary school studies, environmental origin, candidates' sex as well as the effectiveness and results of teaching. The researches carried out in 1974 embraced a sample of students from the Agricultural University of Warsaw enrolled in the following years: 1971/1972, 1972/1973 and 1973/1974. The results of researches are presented in two groups of problems. So, the researches are discussed upon the effectiveness of studies depending on particular variables mentioned above as well as upon the results of education. The analyzed material is abundantly illustrated with tables and diagrams.

315. TOMASIK, EWA and ŻABCZYŃSKA, EWA: **Absolwenci Państwowego Instytutu Pedagogiki Specjalnej w Warszawie i ich sytuacja życiowa.** (Graduates from the State Institute for Special Pedagogy in Warsaw and Their Life Situation). *Szkoła Specjalna* 1975, No. 4, pp. 28–38, sum.

The article presents the results of researches upon the life situation of special pedagogs — graduates from the State Institute for Special Pedagogy in Warsaw. The researches were carried out in 1974 on a sample of graduates who had completed their studies before 1970. The basic research method was a questionnaire containing thoroughly defined problems which were concerned, among others, with: motives for a choice of the profession of a special pedagog, the course and structure of education before taking up

studies in the Institute as well as the kind and character of work before the studies.

316. TUROS, LUCJAN: **Andragogika w programie akademickich studiów pedagogicznych.** (Andragogy in the Program of Academic Pedagogical Studies). *Nauczyciel i Wychowanie* 1975, No. 2, pp. 83–89.

The author discusses the program and aim of andragogy introduced to the program of pedagogical studies by the Ministry of Science, Higher Education and Technology in the academic year 1974/1975. Lessons in andragogy attempt to acquaint students with: a) the basic concepts of adult education, b) the basic conditionings and present tasks of the development of adult education in selected countries as well as in Poland, c) the elements of knowledge of an adult (and an old man) as a subject and object of educational and self-educational activities, d) the peculiarity of the organization and functioning of the main institutions, centers and other organizational forms of adult education, e) the elements of the theory and methodology of permanent education and adult education.

See also: 215.

VI.6. ADULT

317. NOWAKOWSKA, BARBARA: **Wykształcenie mieszkańców Łodzi.** (The Education of Łódź Inhabitants). Państwowe Wydawnictwo Naukowe, Warszawa 1975, 183 pp., bibl. sum. rez.

The book analyzes the changes in the level of education of the population taking into consideration their demographic and social aspects. Social and economic changes are described, mainly an industrialization of the country, which influenced the raising of the level of education of the population, first of all people professionally active. The materials employed in the analysis were obtained from the statistical investigations of the Central Statistical Office in the years 1958–1970. Main attention is given to

the population of Łódź but the problems discussed are considered against the background of the situation in all the other greatest Polish cities.

318. SUCHY, STANISŁAW: **Aktualny stan i zadania kształcenia ustawicznego dla pracujących.** (The Present State and Tasks of Permanent Education for Workers). *Szkoła Zawodowa* 1975, No. 10, pp. 37–41.

The article discusses the main problems and tasks connected with the development of different forms of permanent education for adults. A survey as well as a characteristics follow of the school and out-of-school forms of permanent education for workers realized nowadays. Conclusions, tasks and undertakings in this field are also presented.

VI.7. SPECIAL

319. JANIGA, MARIAN: **Diagnoza psychologiczna a reedukacja pedagogiczna dzieci z pogranicza upośledzenia umysłowego oraz parcjalnymi deficytami rozwojowymi.** (Psychological Diagnosis and Pedagogical Reeducation of Children Being on the Verge of Mental Handicap and with Partial Developmental Disturbances). *Ruch Pedagogiczny* 1975, No. 5, pp. 670–673, ill. bibl.

The author presents the results of researches from the Gorlice Region upon the forms of tutelar activity concerning children demanding special care, mainly those being on the verge of mental handicap and with partial developmental disturbances. These forms are organized by particular schools as well as by the Region Educational-Vocational Guidance Center. Numerous attempts were devoted mainly to the problem of stimulating children's mental development. As a result of the researches, written psychological diagnoses were elaborated for teachers-reeducators, forms were defined of cooperation between a guidance center and particular schools in the field of tutelar activity concerning children demanding special care, cabinets of reeducation were organized in schools as well as folders containing reeducation exercises were

introduced for individual pupils. The undertakings mentioned above are thoroughly discussed in the article.

320. KOŚCIELSKA, MAŁGORZATA (ed.): **Przyczyny i patomechanizmy zaburzeń rozwoju dzieci. Wybrane zagadnienia.** (Causes and Pathomechanisms of Children's Developmental Disturbances. Selected Problems). Wydawnictwa Uniwersytetu Warszawskiego, Warszawa 1975, 140 pp., ill. bibl.

The publication contains papers dealing with three different subjects which constitute very original reports. M. Chłopkiewicz's paper, being in the form of two articles, is devoted to an analysis of the phenomenon of psychomotor disturbances among children. The author opposes the one-sided neurophysiological interpretation of the phenomenon of a disturbance as well as indicates a differentiation of features of temperament among these children. Much consideration is given to the role of specific, incorrectly formed personality structures: cognitive-emotional-aspirational in the formation of the image of this disturbance. Different models of the disturbance are presented, taking into consideration a pathogenesis. M. Kościelska analyzes in her paper the problem of developmental disturbances in the course of epilepsy among children, opposing the traditional views of the "typical" image of disturbances accompanying the epilepsy. A description follows of a complexity of factors determining the deviations from the norm in this group of ill children. New hypotheses about the pathomechanism of an influence of epilepsy upon te development are presented as well as the original classification of the course of this disease is discussed. H. Adamska's paper contains new information on the connection between rheumatism and developmental disturbances among children. The author's researches reveal various deviations from the norm in the development of children suffering from rheumatism as well as different connections between these disturbances and the course of the disease. Main attention is devoted to the detection in the ontogenesis of rheumatic children of numerous factors originally damaging their nervous system as well as of the presence of some developmental disturbances just before the disease.

321. MASZCZAK, TADEUSZ: **Rozwój fizyczny i sprawność fizyczna dzieci głuchych — upośledzonych umysłowo.** (Physical Development and Efficiency of Deaf Mentally Handicapped Children). *Szkoła Specjalna* 1975, No. 4, pp. 25–28, sum.

The results of researches upon the physical development and efficiency of deaf mentally handicapped children are presented in the article. An evaluation of the level of physical development of these children was based upon the measurement of somatic features (height, weight of the body, chest measurement). Physical-efficiency tests were also made in the course of researches. The obtained results were compared with appropriate data collected among deaf children with normal mental development.

322. OLECHNOWICZ, HANNA: **Gotowość czynnościowa dzieci upośledzonych umysłowo w zależności od rodzaju tworzyw i zabawek.** (Functional Readiness of Mentally Handicapped Children Depending on the Kind of Playing Material and Toys). *Szkoła Specjalna* 1975, No. 4, pp. 5–17, sum.

The article contains an analysis of voluntary and noncontrolled activity of children depending on the kind of suggested playing material and toys. Researches carried out in one of Warsaw special kindergartens as well as comparative researches carried out in a daily nursery for babies in Warsaw constitute the basis of the analysis. The method of a natural experiment was employed consisting in recording child's unconstrained behavior as well as his voluntary activity toward different kinds of playing material. Apart from a presentation of the results in a quantitative way, many excerpts from current records concerned with noncontrolled plays of children from a special kindergartens are given.

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